

Kindergarten Language Arts – Reading 4th 6 Weeks Curriculum Corner

	1 Reading 3D	2 Reading 3D	3 Reading 3D	4	5 2 weeks	6
Genre	Expository	Expository	Fiction	Expository	Fiction	Fiction
Big Idea	Inferring	Inferring	Inferring	Inferring	Questioning	Questioning
Target Skill	Details	Details	Conclusions	Text/Graphic Features Author's Purpose	Cause/Effect	Sequence of Events
Word Work	Digraphs – sh Sight Words: is, how, say	Digraphs - th Sight Words: son, yes, well	Digraphs - ch Sight Words: find, this, there	Digraphs - wh Sight Words: will, be, under	Silent e Sight Words: go, for, want	Silent e Sight Words: Review
Oral Vocabulary (use while talking, emphasize meaning)	Information, pond, perhaps, spurt, pleased, travel	Information, pond, perhaps, spurt, pleased, travel	Creaks, hare, hinge, howling, path, sways	Canoe, paddle, dew, peered, glided, crew	Blizzards, impossible, boring, jungle, cliffs, meadow	Apologized, notice, attention, snooze, confusion, webbed
Selection Vocabulary	Fossils, geysers, geodes, glaciers	Fossils, geysers, geodes, glaciers	Swoop, paddle, creep, weaves	Along, glad, dive, swim	Bicker, hiking, compass, tramp	Antonyms, cause, effect

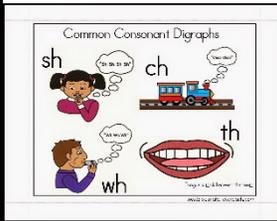
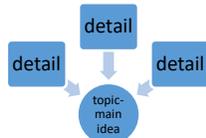
Fun Ways to Practice at Home



Details: Kindergarten students love reading expository text because it teaches them about the world around them. Identifying and understanding the important details is the key to understanding nonfiction.

How you can help your student identify and understand important details? Paying attention to the

important details of expository text is an important step to understanding what we read. Remind your student that strong readers pay close attention to key details as they read. Show them your key ring and compare it to nonfiction text. Each key represents an important detail about the topic and main idea. The ring holds everything together and represents the topic and main idea. This is how many expository texts are organized. Sometimes the main idea of a text is **directly stated** and appears early in the text. Most of the time, however, all we know at the beginning of the text is the **topic**. As we read, we are able to identify the **key details**. Identifying the key details will lead us to the main idea of the text.



Word Work: Consonant digraphs are two (or three) letters that come together to make one sound. In kindergarten, we will focus on beginning consonant digraphs including *sh*, *ch*, *wh*, and *th*.

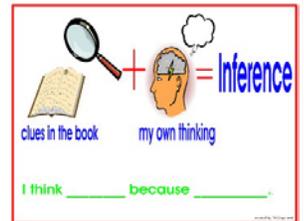
How you can help your student identify consonant digraphs?

Find pictures or objects of the following items that begin with the digraphs, *sh*, *ch*, *wh*, and *th*. Use these as anchor sounds.

Ch...chain, Sh...shark, Th...thumb, Wh...whale

- Then find as many other examples as you can for each digraph. See the word lists below to get you started.
 - Sh: shovel, sheep, shoe, shirt, shell, share, shiny, shower, ship, shampoo
 - Ch: cherry, cheese, chips, church, chalk, chicken, chain, chili, chair, chocolate, checkers, cheetah
 - Th: three, thread, thorn, throne, thirteen, think, thin, thick, thimble, thermometer
 - Wh: whistle, whisker, whisk, wheel, wheelbarrow, wheat, whirlwind, wheelchair, whip, white
- Sort the items according to their beginning digraph sounds.

Inferring: We are learning about inferring as a comprehension strategy readers use to better understand their reading. When you infer, you use your *schema* and *clues from the book* to help you understand what the author did not tell you.



How you can help your student make inferences while they read?

- Help your child make inferences in real life. For example, ask your child to figure out what you are making for dinner based on the ingredients, plates/bowls, and silverware needed to make and serve it. Example: I need chicken, chicken broth, noodles, mixed vegetables, bowls, and spoons. What am I making for dinner? Chicken vegetable noodle soup!
- When reading, ask questions requiring an inference to answer. Always ask your child to explain how they know that, directing them back to the text & pictures whenever possible. Ask questions about how characters feel, what certain words mean, and what might happen next.

Conversation Starters: How was your day? What were the key events? I spy with my little eye something that starts with (sh, ch, wh, th)! What is it? Did your teacher like her gift? How do you know?



Kindergarten Mathematics – 4th 6 Weeks Curriculum Corner

Enduring Understanding (The Big Idea): Students understand and can explain and represent addition and subtraction situations in order to solve problems.

Essential Vocabulary

Combine/join Combiner/uniendo	Addition adición	Subtraction sustracción	Sum sumar
Separate separar	Number pattern patrón numérico	Compose componer	Difference diferencia
Decompose descomponer	Number sentence oración numérica	Equal igual	

Enduring Understanding (The Big Idea): Students analyze attributes of two-dimensional shapes and 3-dimensional solids to develop generalizations about their properties.

Essential Vocabulary

Attribute atributo	Classify clasificar	Cone cono	Cube cubo
Curved curvo	Cylinder cilindro	Edge borde	Face cara
Flat surface superficie plana	Properties of geometric figures propiedades de figuras geométricas	Sphere esfera	

Enduring Understanding (The Big Idea): Students understand and can explain how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships and patterns within the numeration system, leading to foundations for addition and subtraction. Students understand and can explain and represent addition and subtraction situations in order to solve problems.

Essential Vocabulary

Combine/join Combiner/uniendo	Add adicionar	Sum sumar	Separate separar
Compare comparar	Difference diferencia	Number pattern patrón numérico	Subtract sustraer
Number sentence oración numérica	Greater than mas grande que	Less than menos que	Equal igual
Skip count Contar salteado			

Fun Ways to Practice at Home

The student is expected to solve word problems using objects and drawings to find sums up to 10 and differences within 10.

Students will use their knowledge of joining and separating problems to solve word problems with objects and drawings.

How you can help your student solve word problem up to 10 and differences within 10?

Make up your own word problems and draw pictures to represent the action. Write a number sentence for each one. Remember to ask, “What is the action happening in each one of the word problems?”

- Miguel had four bookmarks for his reading group. That was not enough so he added 4 more. How many bookmarks does he have now?



First, I drew four bookmarks, and then drew four more to make eight. The number sentence that represents that action is $4 + 4 = 8$

Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.

How you can help your student identify 3-dimensional shapes?

- Identify solids in the real world that represent cylinders, cones, spheres, and cubes based on attributes such as number of edges, faces and number of vertices on cube. Examples:
 - Spheres (oranges before you slice them, snowballs, basketballs/soccer balls, etc...)
 - Cylinders (soda cans, a log for the fireplace, a drum, roll of aluminum foil, etc...)
 - Cubes (Rubik’s cube, boxes, dice, ice cube)
 - Cones (party hat, ice cream cone, a traffic cone, etc...)



Compose and decompose numbers up to 10 with objects and pictures.

- Decompose a set (whole) of objects/pictures into two sets (parts) that are equivalent to the original set in multiple ways. Student then records the numbers of the two sets and explains their thinking.
 - For example:** A set of 10 cookies could be decomposed into a set of 8 cookies and a set of 2 cookies; Record all the different ways in which the set (whole) of cookies could be decomposed (parts).
- Compose a set (whole) from two sets (parts) of objects/pictures in multiple ways. Record the number of the whole and explain your thinking.

For example: Given a picture of a set of 4 Legos (parts) and a set of 2 Legos (parts) the student composes the two sets to make a set of 6 Legos (whole).

Conversation Starters: Let’s make up a story problem that adds up to 10 or less! Let’s make up a story problem with a difference of 10 or less! Can you find a cube, cone, sphere, or cylinder?